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Programs for intellectually gifted children in selected junior high schools

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PROGRAMS FOR INTELLECTUALLY GIFTED CHILDREN IN SELECTED JUNIOR HIGH SCHOOLS

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

What should be done in a democratic society to insure a sound education for intellectually gifted children? This has been debated for many years. In recent years there has been a great deal of written material on the subject, but very little has been written as to what is actually being done in the schools.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study to survey (1) the procedures now used in the selection of gifted pupils in selected junior high schools of northern California; (2) the selection of teachers for these pupils; (3) the curricular features of their instruction; and (4) the factors determining these procedures.

Importance of the study. In a democracy education is thought of as taking the lead in providing for each child the opportunity to develop his capabilities to the highest degree commensurate with his ability. Although education has done a commendable piece of work in dealing with the education of most exceptional children, in the case of the

gifted youngster it has too often fallen short.[1] The argument is sometimes given that special opportunity for the gifted is un-American. If this argument is true, then so is special attention to school teams and dramatics; and it might be carried on through to college preparatory courses and even to entrance requirements to the universities. As long as it is left open to all who can qualify without restrictions as to any economic or social group, it is as defensible as is training for the retarded, which few would question today.[2] To refuse it is to waste the most valuable national asset. Too many times the ideal of equality of opportunity has become identical opportunity.

In 1850 machines supplied only a little more than 5 per cent of America's industrial power, while today they supply about 85 per cent. The number of people engaged in scientific professions has increased fourfold since 1900. It is estimated that the number of engineering graduates in the United States up to 1960 will be about 177,000, compared to a need of about 240,000. Comparable shortages in other professions are expected: 50,000 registered nurses, 35,000

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[1] Carl J. Schreiter, "A Plea for Gifted High School Youth," California Journal of Secondary Education, 31:159, March, 1956.

[2] Max Rafferty, "Esau's Children," CTA Journal, 53:19, February, 1957.

medical doctors, and 293,000 qualified teachers. Since 1900 the demand for professional personnel has increased twice as rapidly as the increase in population with an increase of five times for engineers and ten times for scientists.[3] If society is going to furnish successfully the manpower to fill professional and scientific needs, it is imperative that the schools do everything within their power to encourage more capable youngsters to stay in school and attain full realization of their individual capacities.

The junior high school is in a highly favorable position to challenge the more capable learner. As a bridge between the elementary school and the required courses of study of the high school, the junior high school program is particularly adaptable to meeting the above-average learner's needs. The curriculum is not bound down with tradition, and school systems are free to try new methods to better the training of all of their students.

II. DEFINITIONS OF TERMS USED

The intellectually gifted. Different standards have been used in selecting intellectually gifted students. The two people making the most intense and best known studies

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[3] Earl M. McWilliams and Kenneth E. Brown, The Superior Pupil in Junior High School Mathematics: United States Department of Health, Education, and Welfare, Bulletin No. 4 (Washington: Government Printing Office, 1955), pp. 1-2.

are Lewis M. Terman of Stanford University, who used an I. Q. of 140 as measured by the Stanford-Binet Test of Intelligence, and Leta S. Hollingworth of Teachers College, Columbia University, who used the same test with an I. Q. of 130 along with emotional maturity, social adaptability and physical fitness.[4] In setting the lower limit in all cases, the figure is arbitrary and many schools use I. Q. figures of 120 to 130.

Talent. Talent was interpreted as meaning special skills or fine craftsmanship, although some would say the components of talent are intelligence, critical judgment, and creative ability. Research has indicated the possibility of a low correlation between intellectual giftedness and specific talent abilities. In the Portland project seven talent areas are recognized: art, music, mechanical comprehension, creative writing, creative dance, creative drama, and social leadership.[5]

Acceleration. Acceleration may be interpreted as advancing through an educational program at a faster rate

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[4] Marian Scherfele, The Gifted Child in the Regular Classroom (in The Practical Suggestions for Teaching Series, ed. Hollis L. Caswell. New York: Bureau of Publications, Teachers College, Columbia University, 1953), p. 1.

[5] Portland Public Schools, "Progress Report No. II of the Cooperative Program for Students with Exceptional Endowment" (Portland, Oregon: Portland Public Schools, April, 1954), p. 11. (Mimeographed.)

than the school program is set. It has been done through the skipping of grades, double promotions, extra courses, and early admission to first grade.[6]

Enrichment. This type of program calls for supplementing the student's regular program with meaningful experiences. It should call for added facilities and additional materials. Many times it calls for more concentrated study and deeper probing into a field of interest. It should give students more opportunities to delve into problems that concern them. A greater breadth of study may be experienced or a greater depth or, in some cases, both. It should not be repetition with a new color scheme, but new meaningful experiences to the youngster.

III. ORGANIZATION OF THE REMAINDER OF THE THESIS

Chapter II. The literature in the field of the intellectually gifted child is discussed in this chapter. The means by which gifted students are identified are examined. The selection of teachers for the gifted is considered. The administrative procedures of a program for the gifted are examined. The curriculum features and guidance procedures are discussed.

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[6] A. Harry Passow and others, Planning for Talented Youth (Bureau of Publications, Teachers College, Columbia University, 1955), p. 46.

Chapter III. This chapter is concerned with the procedures used in the survey and the area surveyed. The techniques employed by the investigator are explained. The historical background of the programs for the intellectually gifted in the schools surveyed for this study is examined. The year the programs were initiated is given along with the position of the person or group initiating it. The status of the programs is discussed. The reasons are traced as to why a special education curriculum on a temporary arrangement, a long range study, or an experimental program was instigated.

Chapter IV. Here are presented the various procedures used in identifying the gifted student in selected junior high schools of northern California. The place that subjective evaluation has in the finding of the gifted student is discussed. Are performance, interest, and attitudes contributing factors? The types of objective evaluation used in selected junior high schools of northern California are discussed. The minimum I. Q.'s accepted for the program for intellectually gifted students in the schools surveyed are given along with the I. Q. range.

Chapter V. Chapter V discusses the administrative and curriculum features of the programs surveyed in selected junior high schools of northern California. Where the responsibility rests for the administering of the program is presented. The curriculum features in relation to the

types of programs established are explained. The numbers of schools having integration programs with the elementary and secondary schools are listed and the value of the programs is emphasized.

Chapter VI. The selection of teachers for the gifted in selected junior high schools of northern California is reviewed. What are the educational requirements and what other qualifications must a teacher have to be successful in teaching these youngsters? The responsibility that a sound guidance program has in dealing with gifted youngsters is outlined.

Chapter VII. The summary, conclusions, and recommendations of the investigator are outlined.

CHAPTER II

REVIEW OF THE LITERATURE

In recent years a great deal has been written in regard to intellectually gifted students; but when one investigates the progress being made in providing better educational opportunities for this group, he finds progress has been very slow.

I. BRIEF HISTORY

The middle of the nineteenth century saw the first efforts on the part of American schools to plan for the intellectually gifted. Right from the start there seemed to be social resistance to accepting the leadership of the gifted. Ever since the days of the "Jacksonian democracy" the false doctrine that one man was as capable as another has held a stronghold on the social beliefs of men.[1] To add to the confusion there was the erroneous belief held by many that gifted children were physically weak and psychologically abnormal.

As the schools grew in population, it became apparent that a uniform program, planned to take care of the many,

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[1] Educational Policies Commission, Education of the Gifted (Washington, D. C.: The Commission, National Education Association, 1950), p. 11.

could not at the same time provide for the gifted and the slow. In 1868 in St. Louis students were promoted on semi-annual, then on a quarterly, and finally on a five-week basis. Soon similar programs were established from coast to coast and students were promoted according to their learning rates. It was not long before special classes, double promotions, individual instruction, credit by examination, and special teachers were used to provide for the intellectually gifted.

At the turn of the century there was a renewed interest in the education of gifted students. Worcester, Massachusetts organized what was probably the first American public school for gifted children, and many other cities soon offered similar special schools. The objectives of these schools were to offer more advanced subject matter and to accelerate the students when possible. Before long rapid advancement became the method generally used to meet the needs of the more able students.[2]

Since this early start, there have been few fundamental changes by educators in their plans for educating the gifted. Through the 1920's and 1930's educators became concerned with the emotional and social development of school

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[2] A. Harry Passow and others, Planning for Talented Youth, New York: Bureau of Publications, Teachers College, Columbia University, 1955), p. 1.

children. As a result of their studies, they tended to turn away from acceleration and to look favorably upon enrichment as the best plan for providing for the more able students. Educators felt that the school environment most helpful to these students was to be found with their age peers, regardless of the disparity in learning ability. This approach has been accepted by a large majority of the schools in preference to that of acceleration. However, recent research has led some to believe that opportunities for rapid advancement to the ablest students should be granted. The programs of the Ford Foundation, the acceptance of younger students just finishing their third year of high school into the University of Chicago, and the opinions of men like Terman who believe our gifted youngsters should be in college by the end of their sixteenth or in their seventeenth year lend support to some form of acceleration.[3]

II. IDENTIFICATION OF GIFTED STUDENTS

In the United States today there is keen competition on the part of large industries for the services of the young men graduating from our schools of higher learning. However, it does not stop here, as this is true in nearly all fields. These people will come from the top 11 per cent

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[3] Ibid., p. 2.

of the present school population which includes the moderately and highly gifted. The highly gifted include those in the top 1 per cent of the total population, roughly those possessing 137 or higher I. Q. The moderately gifted include those having I. Q.'s between 120 and 137 and make up the next 10 per cent.[4]

Studies reveal that gifted children have certain characteristics which indicate mental alertness and quickness in learning. Among these are the following:

1. Quick reaction time and superior ease of assimilation. This has been known as power to learn.
2. Greater power of concentration and sustained attention.
3. Tendency to superiority in originality, initiative, and intellectual curiosity.
4. Superior powers of generalization and ability to deal with abstractions.
5. Much broader interests and greater special talents.[5]

Bonsall reported that:

> These gifted children are versatile, emotionally stable as a rule, and make good social adjustments. They excel in general intelligence, the desire to learn, originality, perserverance, and common sense.

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[4] Marcella Ryser Bonsall, "The Significance of the Gifted Child in the Elementary School," The Gifted Child in the Elementary School, Twenty-sixth Yearbook of the California ~~Elementary School~~ Administrator's Association, Vol. XXVI (Sacramento, California: Capitol Printing, 1954), p. 2.

[5] Karl C. Garrison, The Psychology of Exceptional Children (New York: The Ronald Press Company, 1950), p. 208.

> These children also have the ability for self-criticism and evaluation; they observe and remember detail and see relationship. In other words they have the rare ability to assimilate, calculate, interpret, and recall knowledge and skills which they so aptly cultivate. However, it must be emphasized that for these children there must be a desire to achieve for a truly successful outcome.

The characteristics of the gifted have been discussed, but as yet they are not identified in the classroom. Gifted children are found in families on all social and economic levels and in all cultural classes. Prior to 1900 the teacher's estimate made from observation within the classroom served as the basis for identification. This method was too limited. For example, the neat and friendly student was often overrated and the student with questions about the subject would be underrated even though he conveyed originality and curiosity. Many times teachers confuse achievement with intelligence and do not take into consideration drive.[7] The teacher's judgment is still important, but it is one of several means.

Intelligence tests are accepted by many as the best single method to identify gifted children. They are used either in group testing or in individual testing. It is generally accepted that the level at which an individual is able to score on an intelligence test remains fairly

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[6] Bonsall, op. cit., p. 3.

[7] Scherfels, op. cit., p. 4.

constant through life. A close relationship exists between the ability to score on an intelligence test and success in school, and individuals who score high on intelligence tests are likely to be successful in later life.[8] Two weaknesses to be found are the demand for high verbal intelligence and the failure to measure originality or creativeness. Even so when administered by a trained person they are considered by most educators to be the best instrument available for identifying gifted youngsters.

Achievement tests often will contribute to the process of identification. However, many children gifted in terms of achievement are low in comparison to their mental age. Because the answer has not been found for the gifted youngsters many of them are working below their potential capacity. Along with achievement tests, there are aptitude tests and personality inventories to aid with the identification.

III. SELECTION OF TEACHERS

It has been said that the choice of the teacher of superior students is not as important as in other groups. However, if it is believed that the way to individualize instruction is "to become well acquainted with the background, the abilities, and the interests of individual

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[8] Educational Policies Commission, op. cit., pp. 39-40.

pupils, and then to work with them as individuals in every learning situation,"[9] it is easy to see that the teacher is most important in the teaching of the gifted youngster.

The teacher of the gifted student has for the most part the same qualifications as any good teacher. He should be well trained in his subject or subject fields and have a personal warmth, understanding, and affection for students. In addition to these, some characteristics of particular value which the teacher for the gifted should possess are:

1. Well-above-average intelligence.
2. Tolerance for new and different ideas.
3. Willingness to let students proceed on their own.
4. Be a creative person, or at least one sensitive to the creative efforts of others.
5. Be a person of few prejudices.
6. Be flexible.
7. Possess the ability to inspire confidence in the student.[10]

The quality of instruction in any school depends upon the quality of the teacher. The graduates of a school reflect the abilities of the teachers. A gifted teacher is more likely to be successful with gifted children than

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[9]William T. Gruhn, "Distinguishing Characteristics of the Junior High School," The High School Journal, Vol. XL, No. III (Chapel Hill, North Carolina: University of North Carolina Press, 1956), p. 86.

[10]Passow, op. cit., pp. 56-57.

a non-gifted teacher. The teacher should understand the psychology of the gifted. It is to his advantage to be a part of the community life. A teacher of the gifted should have a wholesome outlook on life and be of fine moral character. He must have a sense of humor, as this will do much to bring understanding between himself and the students.[11]

IV. ADMINISTRATIVE PROCEDURES

One of the most controversial subjects discussed by educators today deals with the question of how best to meet the needs of gifted children. In any school system the type of program to be adopted is dependent upon several factors. In the first place, what is the philosophy of education of the administrators, teachers, and parents? This will have tremendous bearing upon the methods used in dealing with the educating of the more able students. In fact, it will determine the direction of the program within the limits set by available facilities and materials. The lack of proper facilities and materials can fence the program in to such an extent that it has very little of value to offer. The size and geographical distribution of the school population may limit the expansion of the program to the desired degree.

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[11] Gertrude Howell Hildreth, Florence N. Brumbough, and Frank T. Wilson, Educating Gifted Children (New York: Harper and Brothers, 1952), pp. 212-213.

Always the question of personnel to be found within the school with the required interest and capabilities must be considered.[12]

Regular classes. There are among educators a good many who believe that the gifted youngster is best provided for in the regular classes or within heterogeneous classes. They feel that within selected classes there is to be found a wide range of ability and interests and that there is no such thing as true homogeneous grouping. They believe that each individual student has his own unique pattern of interests, needs, and special aptitudes which do not lend themselves to selection by general intelligence tests.[13]

When students leave school they enter a society made up of all of the population and it is to the child's best interest to be in a comparable society while at school. In this society at school the program can be made flexible so that each child will have the opportunity to develop to the limit of his ability. At the same time the more able will offer stimulation to the less capable. The entire class will benefit from the originality, the creative ability, and the strong interest in learning of the more able. Many times the

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[12] Scherfele, op. cit., p. 37.

[13] Educational Policies Commission, op. cit., p. 57.

less able have many worthwhile contributions to make and the superior benefit from their aptitudes.[14]

The philosophy upon which enrichment in the regular classroom is based places the emphasis upon the social values inherent in heterogeneous grouping. Here students whose abilities and interests vary have the opportunity to work and play together, to share with each other the goals they hope to attain and to make plans for the days ahead, and to achieve greater success through the experience gained from contact with others. In a situation of this nature you have gifted youngsters gaining valuable experiences comparable to real life adult living. These experiences should include a far greater scope of activities, a freedom to follow special interests, an opportunity to do creative work, an opportunity to apply initiative and to express originality in developing an assignment, and to encourage the drawing of conclusions. These undoubtedly are sound for any good program, but for gifted students there would be a difference in the variety, depth, and level of the work.[15]

Undoubtedly, there are many points of merit in the enrichment program within the classroom, but to many this

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[14]Passow, op. cit., p. 37.

[15]Scherfele, op. cit., pp. 45-46.

arrangement is inadequate. They would claim that this arrangement is inadequate because:

1. The teacher would be prone to devote a minimum of time to the better students who by comparison seem to be doing well.

2. To gather, give out and keep track of all the materials needed in the large average class in itself would frighten many teachers, let alone trying to encourage them to use their initiative and creative abilities.

3. Improper work and study habits often are developed by gifted children when they are not given challenging assignments or the teacher does not have the time to give them guidance.

4. Gifted children discover that in many cases it calls for only a minimum effort for them to head their classes and often they develop a false sense of security.[16]

An enrichment program in the regular classroom to be successful calls for the use of adequate materials. The classes must be small to insure the teacher time not only to give individual attention to students, but also to enable him to study and plan assignments for students. The teacher needs to make use of many of the facilities of the school or community to enrich the program and to make it the best program possible through the utilization of all available skills and resources.[17]

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[16] Passow, op. cit., p. 37.

[17] Scherfele, op. cit., pp. 46-47.

It is recognized that there are conflicting claims concerning the merit of providing for the gifted in regular classes. But these questions are still unanswered:

1. Can the talented individual be adequately stimulated by classmates of lesser ability?

2. Does the slower pace of his classmates impede the progress of the highly endowed student?

3. Does the lower ability level of his classmates lower his sights with respect to his own goals, so that he becomes content with a level of accomplishment not commensurate with his ability but acceptable for slower students in his class?

4. Does keeping the talented youngster in the normal classroom increase his self-esteem through a realization of his superior abilities? How does it affect the self-esteem of his classmates?

5. Does the experience of being "at the top of the heap" in a regular classroom motivate the talented youngster to keep himself at the peak of performance when, later, his classmates offer stiffer competition, or does he tend to become discouraged?

6. Can school programs be organized to provide extra class experiences for the talented without entailing excessive costs?

7. Is it good practice to enrich a talented youth's program by allowing him to carry more courses than are regularly scheduled?

8. How can community facilities and resources be utilized to augment the opportunities that are provided for the talented in the regular classroom?

9. Is it possible, in small, regular classes, to provide adequately for talented students? If so, what are the optimum class sizes in the various instructional fields?[18]

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[18] Passow, on. cit., p. 38.

Grouping. Because of the wide range in mental age in our heterogeneous classes, there are those in education who have strong convictions that grouping on the basis of mental age is to be desired. They would not suggest that mental age should be the only criterion, but that it should be one along with achievement scores, teacher evaluation, and interests.

An enriched program would be carried out in the classroom of each level. Where acceleration seemed feasible it would be practiced.

Grouping generally calls for the use of both chronological and mental age. Nearly all students move from grade to grade at about the same rate and in direct relationship to their chronological growth. Many schools will not permit a student to fall more than one or two years behind his chronological age group. One of the most commonly used plans is the multiple-track. In most schools it is composed of three tracks. For example, the first track may include all students with an I. Q. of 115 or above; the second, all students with an I. Q. of 90 or above; and the third, with I. Q.'s below 90. On the junior high school level in most cases this would be true in the English, social studies, science, and mathematics classes, but heterogeneous grouping would be followed in the art, music, crafts, homemaking, shops, and physical education classes.

New York City has one of the most extreme forms of ability grouping in their special schools. These are

organized to take care of those who excel in science, mathematics and the arts. They feel students can gain the richest kind of experience, the greatest possible interaction with other students of similar interests and abilities, and an early start on a career without giving valuable time for studies for which they have little ability or less interest.[19]

Regardless of the plan used, the question of democracy is always foremost. Some educators are convinced that children of all types and levels of intelligence must work and play together in order to insure democracy. Other educators feel that the opportunities offered superior students in special groups are more than justified. Every youngster has the right to develop to his potential and anything less than this is not democratic. In many schools there is segregation in the so-called "tool" subjects and heterogeneous grouping in the more diversified activities.[20]

Acceleration. Following the years of the Civil War some technique of acceleration was adopted as a means of meeting the challenge presented by the superior pupil. Following the turn of the century multiple-track plans came

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[19]Passow, op. cit., p. 43.

[20]Elsie H. Martens, Curriculum Adjustments for Gifted Children, United States Office of Education, Bulletin No. 1 (Washington: Government Printing Office, 1946), p. 10.

into favor. With the great demand for man power during World War II educators again turned to acceleration.

In the junior high school there are three plans used for acceleration. The first of these plans is to have gifted students carry extra courses; the second is to have them take the usual number of courses, but to complete them more rapidly; and the third is to organize a special curriculum open only to gifted pupils.[21] Double promotions for the most part have been replaced by the completion of a year's work in a semester's time or some variation of this plan. Where the school population is large enough special classes can be set up to take care of the gifted and enable them to complete the three year junior high school in two years. This leads to earlier entrance into higher schools and into professional life.

The primary purpose of the accelerated program is to hurry the gifted child through the school program because he can learn more rapidly than the average child. Gruhn and Douglas reported that:

> The enriched curriculum, however, is based on the assumption that the nature of his learning experiences, rather than the speed with which he completes them, is of paramount importance to the educational growth of the gifted child.[22]

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[21] William T. Gruhn and Harl R. Douglas, The Modern Junior High School (New York: Ronald Press Company, 1956), p. 220.

[22] Ibid., p. 220.

At a conference on education of the gifted, which was held at Teachers College, Columbia University, in December of 1940, the belief was that acceleration is probably one of the best answers to sequential subjects like mathematics. At the same time it was felt that enrichment was the answer in the social science field. Those for segregation claimed it does not produce snobs but socially adjusted superior adults. "They claimed birds of a feather flock together and they should learn to plan and to work with those who are intellectually talented."[23]

Opponents to acceleration say the special classes set up in the large schools lead to snobbery on the part of the students which may be developed by parents. The classes in the program for the gifted place too much emphasis on the academic achievement.[24] Younger students find it difficult to compete with older students in some fields and, as a result, may experience emotional upsets.

> Although the research in the field has been relatively scanty, the following generalizations appear to have been established on a fairly firm basis:

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[23] Earl M. McWilliams and Kenneth E. Brown, The Superior Pupil in Junior High School Mathematics: United States Department of Health, Education, and Welfare, Bulletin No. 4 (Washington: Government Printing Office, 1955), pp. 1-2.

[24] Joseph Justman, "Acceleration in the Junior High School," The High School Journal, Vol. XL, No. III (Chapel Hill, North Carolina: University of North Carolina Press, 1956), pp. 123-124.

(1) Able pupils can complete the academic work of the junior high school in two, rather than three, years without loss.

(2) Junior high school accelerants suffer no ill effects in academic areas in their subsequent high school careers.

(3) The personal and social adjustment of the accelerated pupil is generally equivalent to that of his normal progress peer during the junior high school period.

(4) The social adjustment of junior high school accelerants proves to be similar to that of non-accelerants when the two groups are followed into the high school.[25]

V. CURRICULUM FEATURES AND GUIDANCE

Gruhn and Douglas state that:

> There are, consequently, two important things that should be included in an educational program for the gifted child: (1) a well developed plan for locating those pupils who are so gifted that they need special attention in school, and (2) an organized program of learning experiences which are a real challenge to the superior abilities of these pupils.[26]

These learning experiences that Gruhn and Douglas speak of are the curriculum. Noar states, "Curriculum is the sum total of all the experiences that are provided by the school for its students. After school activities and even home assignments are properly considered part of the curriculum."[27]

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[25] Ibid., p. 125.

[26] Gruhn and Douglas, op. cit., p. 219.

[27] Gertrude Noar, The Junior High School (New York: Prentice-Hall, Inc., 1955), p. 310.

Schools throughout the country use different approaches in dealing with curriculum matters. In a survey by Gruhn and Douglas of 370 schools the following practices were reported from the percentage of schools indicated:[28]

Given special opportunities or enriched experiences in regular classes	35%
Given special responsibilities in extra class activities	23%
Given special responsibilities in regular classes	20%
Placed in special classes for decidedly superior pupils	13%
Given no special attention	7%
Other practices	2%

Guidance. The primary purpose of guidance is to help the student to understand himself. The student should be conscious of his giftedness but should maintain a modest appearance. Gifted children should understand why they are given special opportunities because with understanding comes responsibility.[29]

The guidance departments have come a long way. Today guidance is recognized as a process by which a teacher may help a student in solving a problem or in making an adjustment. This can only be done when the people concerned know

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[28] Gruhn and Douglas, op. cit., p. 220.

[29] Educational Policies Commission, op. cit., p. 69.

each other, respect each other, and have confidence in each other.[30]

Guidance has been a long time taking its place in the junior high school but today it is gaining respect. The main problem is still one of time and finance. Teachers need more time and fewer students. While in the junior high school, the young boy and girl grow into young manhood and young womanhood, and there is no limit to the aid these young people can receive to the betterment of themselves and society.[31]

Summary. The changes in interest and concern for the intellectually gifted from the middle of the nineteenth century to the present are briefly outlined.

The identification of gifted children is one of the primary tasks of educators. Gifted children come from families of all cultural classes. Prior to 1900 the teacher's estimate of the student was foremost in selection. Today intelligence tests are accepted by many as the best single method to identify gifted children.

The teacher is the key to teaching gifted youngsters as well as average youngsters. He must be above average in intelligence, tolerant toward new or opposing ideas, of a

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[30] Noar, op. cit., p. 8.

[31] Ibid., p. 9.

creative nature, and have the ability to inspire confidence in the students.

The most used administrative procedures to provide for the gifted are regular classes, grouping, and acceleration. Enrichment takes place in all three approaches.

The administrative procedures are closely tied in with the curriculum features and guidance. The total school program composed of all that is experienced make up the curriculum. Guidance has at long last come into its proper place in some junior high schools. The primary purpose is to enable a student to understand himself. Time and class load are as yet major problems.

CHAPTER III

HISTORY OF THE PROGRAMS

In the literature there is a good deal to be found about what particular school systems are doing for their intellectually gifted. Articles have been published about the programs in San Diego, Long Beach, Santa Barbara, and Portland. In this chapter the history of programs of selected junior high schools in northern California will be discussed.

Topics to be given consideration are: (1) procedures used in this survey, (2) school enrollments, (3) starting dates of the programs, (4) initiators of the programs, and (5) the status of the programs.

The investigator is a member of the Northern Section Committee of Junior High School Principals of the California Association of Secondary School Administrators. The membership (see Appendix A, page 8) of this committee is made up of men who have a sincere interest in bettering all phases of the junior high school. Their schools reach from Eureka in the north to Fresno in the south. They meet one Saturday a month during the school year to study junior high school problems and to exchange ideas. The Northern and Southern Section Committee this year (1957) issued a statement of the aims and purposes of the junior high school concluding with a very strong statement, "This We Believe." It has been

printed in various publications and it sets forth in a bold statement the justification of the junior high school. It was hoped the principals of this committee would feel that the survey justified their cooperation.

I. PROCEDURES USED IN THIS SURVEY

Technique employed. The data were accumulated by sending questionnaires to junior high school principals of northern California and by personal interviews where the response received needed clarification or where additional data might be of significance to the study. The 100 per cent response to the study gave impetus to the survey and contributed many opinions and differences as part of the data. When the first draft of the questionnaire was finished it was submitted to five educators for their suggestions and criticisms. From their contributions it was clear that some questions were somewhat ambiguous and that some salient points had been overlooked.

When the essential revisions had been made, the questionnaire was resubmitted to two of the administrators for further comment. They approved of the questionnaire with only slight modification in the wording of two of the questions. It was then sent to the investigator's committee at the College of the Pacific. They returned it with suggested changes in form and in the order in which topics were listed. Upon completion of the changes, the

questionnaire was given the approval of the investigator's committee.

Following its completion the next step was to gain the cooperation of the junior high school principals who were members of Northern California Section Committee, for Junior High Schools, of the California Association of Secondary School Administrators. Before the opening of the regular meeting on January 12, 1957, at the A. P. Giannini Junior High School in San Francisco the investigator spoke with Earl Sams. He is a consultant in the Division of Secondary Education, Junior High School Division, of the State Department of Education. During the meeting Mr. Sams asked that all members of the Northern California Section Committee cooperate with the study and return questionnaires promptly. Although no formal action was requested, the committee agreed to cooperate and placed a notation of the request (see Appendix B, page 8) in the January minutes.

Organization of the questionnaire. The construction of the questionnaire called for a limited survey of the literature to insure that important items were not left out and that all were weighed according to their contribution to the survey. Questionnaire surveys were carefully gone over to insure a knowledge of the mechanics of organizing a questionnaire would be understood. To make the most use of the instrument it was essential that its limitations be understood.

Although a great deal of care was taken in the organization, it seemed that a few questions were misunderstood. In all cases there was not a general misunderstanding of any one question. However, there were questions that received irrelevant answers due to lack of communication. After studying the responses on the questionnaires the validity of the questions seemed to be confirmed. The primary purpose of the investigator was to establish how much was being done for the intellectually gifted children in selected junior high schools of northern California. The group of principals who were sent questionnaires would give a good picture of what was being done because they were interested in the junior high school and in the problem of providing for these superior students.

By this time the instrument had been through its various revisions and was ready to be duplicated. It was duplicated and mailed along with an accompanying letter.

Personal interview. The personal interview was used to a far lesser degree than the questionnaire. However, it contributed in a substantial manner. Most of the interviews took place after the questionnaires had been returned, as the investigator was now provided with the background of each school's program.

Some of the responses of the questionnaire gave leads or clues to procedures that could not be fully explained by

a check system. When this was the case an interview followed which threw a great deal more light on the subject and was most worthwhile. Some schools had programs to care for their gifted children that could not have been explained in a questionnaire but needed a personal and confidential exchange of thoughts.

The use of the interview provided the opportunity to observe the attitudes of the interviewee. It was found in one case that a school was doing much more for its gifted than the questionnaire response indicated. The school had responded that it had no program for the gifted student, but in the interview with the principal it was brought out that they were doing as much as some of the other schools, but did not have an organized program on paper.

The information obtained by the use of the interview was believed to be reliable. The investigator knew the principals interviewed and there was a personal relationship. Thirty-one questionnaires were mailed and thirty-one returned, for 100 per cent coverage.

Upon the return of the last questionnaire the compilation of the responses and an evaluation of the material was made. Where there was any question as to the meaning of a response or where there was a need for a fuller explanation, the investigator interviewed the principal concerned. The gathered data were arranged according to subjects and every effort was made to see that the data were valid.

II. STATUS OF THE PROGRAMS

School enrollment. All thirty-one schools responded to this question. A summary of the responses is given in Table I. It will be noted that both of the two smallest schools with enrollments of five hundred have programs, as well as the largest school with an enrollment of 1851. The average size of the schools in this study was 1073. Approximately 30 per cent of the schools have enrollments below one thousand.

Some of the comments made were as follows:

> Enrollments so large that all facilities are in use and no room to house additions to the curriculum.
>
> Although we are crowded, ninth grade gifted students are provided for in foreign languages, algebra, and electives.

Date program initiated. Response to the question, "When started?" as shown in Table II, indicate that programs for the intellectually gifted in the junior high schools of northern California are of recent origin. Practically 40 per cent of them were started in the two years of 1955 and 1956. Only 9 per cent were started before 1950.

The following comments were made by respondents as to why the programs were started:

> To provide a more challenging program for intellectually gifted.
>
> To provide a challenge for students who were superior, and to provide them opportunity to forge ahead. Enrichment for these people in the normal classroom is fine--but does it happen?

TABLE I

THE HISTORY AND STATUS OF THE PROGRAM FOR THE GIFTED STUDENT IN SELECTED JUNIOR HIGH SCHOOLS OF NORTHERN CALIFORNIA

Name of Administrative	Enroll.	Year Started	*Who Took Initiative	Status of Program
Aptos, San Francisco	1444	1956	A	Long Range
Bancroft, San Leandro	935	1955	A	Spec. Ed. Curr.
Branciforte, Santa Cruz	550	1930's	A, F, P	Long Range
California, Sacramento	1005	1942	A, C	Long Range
Chico, Chico	1545	1953	A	Temp. Arrangement
Edwin Markham, San Jose	1275			
El Sausal, Salinas	1050	1956	A, C	Long Range
Eureka, Eureka	1851		A, C	Experimental
Franklin, Vallejo	950	1953	A, C	Long Range Exp.
Frick, Oakland	1380	1951	A	Experimental
Garfield, Berkeley	1932	1953	A, C	Spec. Ed. Curr.
Healdsburg, Healdsburg	650			
Herbert Hoover, Oakland	600	1955	A, C, F	Temp. Experimental
John Muir, San Leandro	630	1956	A, C, F	Experimental
Kit Carson, Sacramento	1232	1947	A, F	Spec. Ed. Curr.
Longfellow, Richmond	1095	1952	A	Experimental
Martinez, Martinez	550	1950	A, C	Spec. Ed. Curr.
McChesney, Oakland	780	1952	A, F	Experimental
Napa, Napa	1300			
Petaluma, Petaluma	1057	1956	A	Spec. Ed. Curr.
Pittsburg, Pittsburg	754			
Portola, San Francisco	1282	1955	A, C	Spec. Ed. Curr.
E. L. Wilbur, Palo Alto	1230	1955	A	Long Range
Ridgeview, Napa	1275			
Roosevelt, San Francisco	1100	1955	A, C	Long Range
Santa Rosa, Santa Rosa	1150			
Solano, Vallejo	595	1955	A, C	Experimental
Stanford, Sacramento	900			
Washington, Salinas	1133	1956	A, F	Experimental
Willard, Berkeley	765			
Yosemite, Fresno	1225	1956	A	Long Range

*A stands for administration, C for counselors, F for faculty and P for parents.

Very necessary for educational ideals.

We are planning to start a program as soon as we can determine the plan of selection. We are not finding sufficient numbers of students to set up a class. Pupils who are in this category are not being challenged as they should. They are learning to loiter on the job.

Superior intellects require enrichment if individual differences are to be challenged.

We felt a need to give a specialized type of education to the gifted, where they would not be bored with drilling on many of the fundamentals. They learn very easily in the skilled subjects and the freedom to do special work of a research nature must be provided.

Our school has a low socio-economic area--low median I. Q. We felt that our few gifted students needed extra help due to lowered standards.

Need for developing latent abilities of better students.

To give intelligent students an opportunity to do additional work and have an accelerated experience in the field of English and to make it possible for these groups to perform a service to the school.

To meet the needs of children of exceptional ability. Train the future leaders.

Need for a program for our accelerated students. To challenge them for more than an enriched program in the average class could provide.

Who took the initiative? The administrator was the initiator or had a part in all twenty-three schools in getting the program for the gifted under way as shown in Table III. The administrators felt that they were charged and held responsible for their schools' programs and that the leadership should come from them.

TABLE II

DATES PROGRAMS INITIATED FOR THE GIFTED STUDENTS IN SELECTED JUNIOR HIGH SCHOOLS OF NORTHERN CALIFORNIA

Year Started	Number of Schools	Percentage of Schools
Prior to 1950	3	9.6
1950	1	3.2
1951	1	3.2
1952	2	6.4
1953	3	9.6
1954	0	-
1955	6	19.2
1956	6	19.2
No organized program	9	29.0

Counselors had a part in the instigating of the program for the gifted in eleven schools, which was 48 per cent of the schools having programs. This was felt to be due to the nature of the counselors' work. They have a special interest in each of their students and were able to see the spread in the ability of the students. Teachers' reports came to them concerning the work or attitude of their students. Recognizing the gifted youngsters in their groups and realizing that they were not being challenged or working to their potential, they were interested in starting a program to meet the needs of this student group.

The faculties participated in the founding of six of the programs, which was 26 per cent of the schools surveyed. The feeling was that teachers are interested in their own classes or subject fields and are satisfied to leave the instigation of special programs to the administration or interested groups such as the professional guidance workers.

Parents took an active part in the initiation of a program for gifted students in only one school.

Status of the program. Responses from twenty-two of the schools were received on the status of their programs. Table IV not only shows the differences in approach of the thirty-one schools surveyed, but also points out some similarities.

TABLE III

INITIATOR OF THE PROGRAM FOR THE GIFTED STUDENT IN SELECTED JUNIOR HIGH SCHOOLS OF NORTHERN CALIFORNIA

By Whom Initiated	Number of Schools	Percentage of Schools
Administrator	23	100
Counselor	11	48
Faculty	6	26
Parents	1	4

The special education curriculum has been employed in six of the schools. Four of these schools are from northern California's largest city school districts and two of them from schools and districts with much smaller enrollments. Within the schools the special education curriculum varies greatly. The community, the interests of the teachers, and the philosophy of the school system are often determining factors.

The programs based upon a long-range study composed 30 per cent of the schools. As stated earlier, 90 per cent of the programs were started after 1949. This accounts for the large number of schools of this status, as most of them are still evaluating their programs. All principals were receptive to suggestions from any member of the Northern Section, Junior High School Committee.

Thirty per cent of the schools were carrying on experimental programs. Again, this is easily understood, on account of the recent adoption of a program. Some were experimenting with enrichment within the regular classroom and others with taking students from their regular classes once or twice a week for special class activities. A few schools were introducing some senior high school subjects, such as typing and second year foreign language, into their curriculum and some were emphasizing a more extensive extra curricular program.

TABLE IV

STATUS OF THE PROGRAMS FOR INTELLECTUALLY GIFTED STUDENTS IN SELECTED JUNIOR HIGH SCHOOLS OF NORTHERN CALIFORNIA

Type of Program	Number of Schools Adopting	Percentage of Schools
Special Education Curriculum	6	26
Temporary arrangement	1	4
Long-range study	7	30
Experimental	7	30
Temporary-experimental	1	4
Long-range experimental	1	4

One school was using a temporary experimental program and one a long-range experimental program. In addition there was only one school using a temporary program. Most schools believed that the program they were using was best fitted for their particular situation.

Summary. The first topic of this chapter was the development and organization of the questionnaire which was the basis upon which this survey was made. The personal interview was an auxiliary aid. Before the questionnaire was sent out it was reviewed and revised on three successive occasions. Some ambiguities were removed and the order of topics was revised.

The questionnaire in its revised form was mailed to the thirty-one principals of the Northern Section Committee. All thirty-one responded for a 100 per cent coverage.

The data compiled from the responses served as the bases for this study. The programs for the intellectually gifted students in the junior high schools of northern California have been of recent origin. No one type of program has been agreed upon and a great deal of experimenting is taking place.

The administrator is the dominant force in furnishing the initiative in starting a program. Counselors have a sincere interest in the needs of their counselees and have been responsible for many programs being initiated.

The programs have been based upon the Special Education Curriculum (26 per cent), the Long Range Study (30 per cent) and the Experimental (30 per cent).

CHAPTER IV

PROCEDURES USED IN IDENTIFYING THE GIFTED

Education has used different terms to convey the concept of superior endowment. Included are "gifted," "talented," "more able," "rapid learner," "bright," "superior," "exceptional," and "genius." Schools used in this survey of the intellectually gifted had different interpretations of the concept of superior endowment. The identification of the gifted students was to a major degree related to the I. Q. score, except in one school. No argument as to the lower shut-off point of an I. Q. score was in evidence.

Chapter IV will discuss the methods used in identifying the intellectually gifted, as indicated by the answers to the questionnaire. The group and individual intelligence tests used by the schools surveyed will be listed. Attention will be paid to the use of the cumulative and anecdotal records in the identification of gifted students. The minimum I. Q. for the programs for the gifted in the schools surveyed, and also the range of I. Q.'s, will be given consideration.

Group intelligence tests. Group intelligence tests were used by the thirty-one schools surveyed. Nine of these schools did not have an organized program for the intellectually gifted, and therefore they did not give an affirmative

answer to the question as to the use of intelligence tests in identifying the gifted. As shown in Table V, there were twenty-two responses to the question, of which twenty-one answered "yes," giving a 95 per cent usage. The one school which did not use the group intelligence test used teacher evaluation and student reading rate as bases for identification. The student had to be in the top 20 per cent of the class in reading rate in order to be classified among the gifted.

The California Test of Mental Maturity was used by fourteen of the schools as their basic test for identification of the intellectually gifted. The Kuhlman-Finch Intelligence Tests and the Otis Quick-Scoring Mental Ability Tests were each used by five of the schools, and the Kuhlman Anderson Intelligence Tests by two. The Terman-McNemar Test of Mental Ability and the Primary Mental Abilities Test were each used by one school. Of the eight schools not responding to this question on the questionnaire, six used the California Mental Maturity Test. Thus, 71 per cent of the schools used this test as their basic means of identification.

Individual tests. Table V shows that of the twenty-two schools responding to the question concerning the use of individual tests as a means of identification, ten of them answered "yes," giving a percentage use of 45 per cent.

TABLE V

TYPES OF INTELLIGENCE TESTS GIVEN TO HELP IDENTIFY INTELLECTUALLY GIFTED STUDENTS IN SELECTED JUNIOR HIGH SCHOOLS OF NORTHERN CALIFORNIA

Type of Tests	Number of Responses	Number of Schools Using	Percentage of Schools
Group Tests	22	21	95
Individual Tests	22	10	45

Some schools gave it only upon the request of the counselor, teacher, or home. Schools would have liked to have the results of individual tests, but on account of time, money, and trained personnel such tests were not considered feasible for all students.

The Stanford-Binet Intelligence Test was used by 90 per cent of the schools giving individual intelligence tests and the Wechsler-Bellevue Intelligence Scale was given by 70 per cent. Both tests were used by most schools.

Cumulative records and anecdotal records. All thirty-one of the schools surveyed used the cumulative record cards within the school. Of the twenty-two schools responding to the question as to the use of the cumulative record in identifying the gifted, there were twenty-two responses, of which twenty-one were "yes" making a 95 per cent usage, as shown in Table VI. The scholastic achievement grades on the cumulative record, together with the test scores and remarks by school personnel, were utilized in the identification process.

Anecdotal records and teachers' judgments were used by the same number of schools. Again there was 95 per cent usage, but the two schools answering "no" to the use of the anecdotal records were not the same two answering "no" to the use of the cumulative records. Teachers' judgments were still heavily depended upon, along with the other mentioned means of identification.

TABLE VI

SCHOOLS USING SCHOLASTIC AND ANECDOTAL RECORDS TO AID IN THE IDENTIFICATION OF INTELLECTUALLY GIFTED STUDENTS IN SELECTED SCHOOLS OF NORTHERN CALIFORNIA

Type of Record	Number of Responses	Number of Schools Using	Percentage of Schools
Scholastic and Cumulative	22	21	95
Anecdotal and Teachers' Judgment	22	21	95

Minimum I. Q. scores for the intellectually gifted programs. The philosophy of the school system had a great deal to do with the lower I. Q. cut-off point for selecting the intellectually gifted. Only one school met Terman's 140 I. Q. cut-off point by the Stanford-Binet Test of Intelligence. The students of this school came from a high economic and social background. This school had 118 students out of a school population of 1230 enrolled in their program for a participation of 9 per cent, as shown in Table VII. The range for this school was from 140 I. Q. to 170 I. Q. Only one other school had as high a top.

The average I. Q. for acceptance into a program of the twenty schools responding was 122. The mode was an I. Q. of 125. The lowest cut-off point for acceptance into the program by any school was an I. Q. of 110. Table VII points out that the programs ranged from 12 students to 210 students with an average of seventy-three in the programs.

The percentage of students participating in the program for gifted students varied greatly from school to school. A glance at Table VII readily points this out. The largest school listed, with a population of 1851, had only forty-one enrolled, or 2 per cent. Listed are three schools with a 110 I. Q. minimum for acceptance to the program and there are 21 per cent, 12 per cent, and 7 per cent of the three student bodies enrolled. The average of the

TABLE VII

MINIMUM I. Q., RANGE, NUMBER OF CHILDREN IN PROGRAM AND PERCENTAGE OF TOTAL SCHOOL POPULATION IN PROGRAM

Name of Administrative Area	Enrollment	No. of Children in Program	Percentage	Minimum I. Q.	Top of Range
Aptos, San Francisco	1444	38	4	125	160
Bancroft, San Leandro	935	95	10	120	157
Branciforte, Santa Cruz	550	25	5	130	160
California, Sacramento	1005	63	6	115	165
Chico, Chico	1545	15	1	130	150
Eureka, Eureka	1851	41	2	130	142
Franklin, Vallejo	950	120	17	115	170
Frick, Oakland	1380	60	4	130	150
Garfield, Berkeley	1932	210	14	125	160
Herbert Hoover, Oakland	600	12	2	120	162
John Muir, San Leandro	630	75	12	110	150
Kit Carson, Sacramento	1232	90	7	110	143
Longfellow, Richmond	1095	100	9	125	160
Martinez, Martinez	550	55	10	124	160
McChesney, Oakland	780	60	8	125	160
Portola, San Francisco	1282	30	2	125	160
R. L. Wilbur, Palo Alto	1230	118	9	140	170
Roosevelt, San Francisco	1100	50	5	120	160
Solano, Vallejo	595	128	21	110	-
Washington, Salinas	1133	23	2	112	145

schools surveyed of the student bodies participating in the programs was 8 per cent.

Summary. Group intelligence tests were used by all thirty-one schools surveyed. Twenty-one of the twenty-two schools with formal programs for the intellectually gifted used them for identification. The most widely used test was the California Mental Maturity.

Individual tests were used by ten of the schools for identification. The Stanford-Binet Intelligence Test was the most widely used.

Cumulative and anecdotal records were used as an aid to identification by 95 per cent of the schools having programs.

The lowest I. Q. for acceptance into a program for the intellectually gifted was 110, and the average, 122. The programs ranged from 12 students to 210 students.

CHAPTER V

ADMINISTRATIVE PROCEDURES AND CURRICULUM FEATURES

The administrative procedures in initiating and carrying through programs for the intellectually gifted varied from school to school in this study. Many similarities were to be found, as will be shown in this chapter. In some schools the source of administration rested with the superintendent and in others within the individual school. When it rested within the school, some member of the faculty had to assume the responsibility for the program. The curriculum emphasis is an important factor in the success of the program. The schools surveyed used different types of programs to provide for the needs of their more able students. The nine schools which indicated that they did not have a formal program for the intellectually gifted were very conscious of the gifted youngsters in their schools and their obligation to such students. In this chapter the above-mentioned items will be examined in the light of administrative procedures in the selected junior high schools.

I. ADMINISTRATION OF THE PROGRAM

All of the junior high schools surveyed are parts of city school systems. Nineteen of the twenty-two schools answered "yes" when asked whether the program was administered within the schools. As shown in Table VIII, this

TABLE VIII

ADMINISTRATION WITHIN THE SCHOOL OR
FROM THE SUPERINTENDENT'S OFFICE

Source of Administration	Number of Schools	Percentage
Within the School	19	86
Superintendent's Office	3	14

means that 86 per cent of the schools' programs for the intellectually gifted were administered from within. Only three programs, or 14 per cent, were administered from the superintendent's office. The three programs administered from the superintendent's office were from the largest school districts in metropolitan areas. Approximately the same percentages would hold true of the nine schools which do not at present have programs, but which hope to start programs in the near future.

In eighteen of the schools the principal was the dominant person in administering the program. He was the administrator of the program, or he and the counselors administered it together, in eighteen of the twenty-two schools having formal programs. Table IX shows the principal to be the sole administrator in 22 per cent of the schools, and the principal and the counselors in 60 per cent of the schools. The principals found it necessary to work with the counselors in carrying through the program, as the latter were the ones who knew at first hand the youngsters, their abilities, interests, and weaknesses. The vice-principal, a counselor, a curriculum assistant, and a member of the central office were responsible for the program in one school each, for a 4.5 percentage for these varieties of administration.

TABLE IX

ADMINISTRATION OF THE PROGRAM WITHIN THE SCHOOLS FOR THE INTELLECTUALLY GIFTED IN THE NORTHERN SECTION, JUNIOR HIGH SCHOOL PRINCIPALS, CASSA

By Whom Administered	Number of Schools	Percentage of Schools
Principal	5	22.0
Vice-Principal	1	4.5
Counselor	1	4.5
Principal and Counselors	13	60.0
Curriculum Assistant	1	4.5
Central Office	1	4.5

II. TYPES OF PROGRAMS

Eight types of programs for the intellectually gifted children were listed in the questionnaire. All of them were used by some of the members on the committee for the Northern Section, Junior High School Principals of CASSA. Table X shows the order of importance given the types of programs by the principals, and the percentage of schools using each program.

Acceleration. The schools surveyed were all cognizant of the long period of schooling demanded by many of the professions and the need to get students prepared for adulthood. At the same time they felt it was better for students not to be accelerated more than a year and only then if the students were emotionally and socially well adjusted. The schools using this type of program to care for their gifted children worked closely with the parents. Only after a full discussion had taken place between the school and the parents were students advanced.

The data with regard to the types of programs for intellectually gifted children gathered for this study are presented in Table X. Some of the schools surveyed listed two or more types of programs as being equally important. In such cases all types marked first were given a first place as to importance, which resulted in having more total firsts than schools surveyed. Some principals felt that

TABLE X

TYPES OF PROGRAMS FOR INTELLECTUALLY GIFTED CHILDREN AND THE ORDER OF IMPORTANCE TO THE PROGRAMS IN THE NORTHERN SECTION, JUNIOR HIGH SCHOOL PRINCIPALS, CASSA

Types of Programs	Order of Importance						Percentage of Schools Using
	1st	2nd	3rd	4th	5th	6th	
Acceleration	2	1	2	1		3	41
Homogeneous Grouping	16	2					22
Workshops	1						4
Dismissed Time		1	1	1			13
Elective Courses	2	3	4	2	1		54
Special Units of Work	2	6	4	3			68
Enrichment Within Classroom	12	4	1				77
Extensive Use Community Resources	1		2	2	5	1	50

Note: In some cases the responses listed two or more types of programs as number one. In this table they would all be credited as number one in order of importance.

one type of program contributed as much as another. Therefore, they gave equal importance to them. Two of the schools surveyed signified that acceleration was the most important type of program. Seven other schools used acceleration to help provide for their gifted children. This made a 41 per cent usage, in total, for acceleration.

Homogeneous grouping. The most popular type of program to provide for the intellectually gifted students in use in the schools surveyed was homogeneous grouping. Sixteen of the responses on the questionnaire placed it in first position in order of importance and two rated it in second position. Eighty-two per cent of the schools used homogeneous grouping as an important part of their program. Of the four schools with an organized program for the gifted who are not using homogeneous grouping, two of them signified their intention to do so next year. One stated, "We have 1850 students crammed in here now, on shifts, and classes are all full." The fourth school stated that it had a low socio-economic area and a low median I. Q. with too few students able to qualify.

Schools did not group for the school day. In most schools the grouping in the seventh and eighth grades took place in the core program or in what is commonly called the academic classes. The basis of the grouping for the seventh grade was usually the intelligence test scores, achievement

scores in the elementary schools, and the recommendations of the sixth grade teachers. Students were moved into the program during their seventh year or at the close of the seventh year if test results and teacher evaluations seemed to justify this step. The curriculum itself caused grouping in the ninth grade. Most schools required aptitude tests before programming a student into a foreign language or algebra. In all schools the electives and physical education had heterogeneous grouping.

The three-track system was followed in most schools. In one typical school there were thirteen seventh and eighth-grade homerooms. Incoming seventh-grade students, to be in homeroom one or two, had to have a grade placement of 8.5, an I. Q. score of 115, and the sixth-grade teacher's approval.

In the eight schools not having a formal program, all but two of them had homogeneous grouping. The following comments were made:

> We are planning to start a program as soon as we can determine the plan of selection. We are not finding a sufficient number of students to set up a class.
>
> We have no program for the intellectually gifted, per se. We do have homogeneous grouping on a broad basis. For example, we have fourteen groups in the seventh grade, three of which we classify as "X" groups, eight "Y" groups, and three "L" groups.
>
> In the seventh and eighth grades students are grouped in their homerooms (orientation, English, and social studies) according to their ability to read and in their arithmetic classes by their ability in that subject. In the ninth grade students destined for college are grouped together in their required classes. As far as we are concerned here, this problem of what to do with the

gifted is just another aspect of the problem of individual differences.

We do group our students in language arts and arithmetic.

We do not have a program specifically for the gifted child as such. We do have homogeneous grouping in certain subject areas, e.g., math, English, social studies and to some extent, science. This grouping is based upon reading and authentic ability and achievement and usually it results in the intellectually superior student being grouped into homogeneous sections.

We do considerable homogeneous grouping in setting up classes.

We have homogeneous grouping with a three track system in the seventh and eighth grades. Grouping in the ninth grade is according to subject matter.

Table X, page 56, lists eighteen of the schools with organized programs using homogeneous grouping. This number plus the six schools using homogeneous grouping who do not have a formal program gives a total of twenty-four schools using homogeneous grouping to help provide for their intellectually gifted.

Enrichment within the classroom. Results of the questionnaire as presented in Table X, page 56, show that seventeen of the schools with formal programs used the enrichment plan within the classroom. This indicates a 77 per cent usage. Twelve of the schools listed enrichment first in order of importance, four listed it second, and one listed it third. Of the eighteen schools using homogeneous grouping, only four did not state that they also used enrichment.

The principals in all cases were interested in enriching the program. Two of the chief obstacles were lack of facilities and teaching personnel. In the eight schools that did not have a formal program six of them were trying to have an enriched program within the classroom for their intellectually gifted youngsters. They wanted the students to have an opportunity to work on problems that concerned themselves. Principals did not wish the program to be one of repetition, but one of new, meaningful experiences.

Special units of work. Of the twenty-two schools having a formal program, two schools gave the special units of work type of program first order of importance, six schools gave it second, four gave it third and three gave it fourth, for a 68 per cent usage as shown in Table X, page 56. These units were organized to challenge the bright students and to enrich their work.

Elective courses. Two schools responded that elective courses were first, three responded that they were second, four that they were third, two that they were fourth, and one that they were fifth in order of importance among types of programs to provide for the intellectually gifted. Fifty-four per cent of schools having formal programs were using the elective course type of program. Six of the schools without a formal program provided elective courses.

These courses included subjects in mathematics, foreign language, music and art appreciation, and literature.

Other types of programs. The other three types of programs were not as popular. Extensive use of community resources was used by 50 per cent of the schools. However, in the order of importance it received only one first place, two third places, two fourth places, five fifth places, and one sixth place.

Dismissed time was placed once in second, third, and fourth position in the order of importance, for a 13 per cent usage. Most schools were of the opinion that it was hard to administer and difficult to schedule in the crowded conditions found in most schools.

Workshops received one first in the order of importance. This school was the only one using workshops in its instruction of the gifted.

III. CURRICULUM EMPHASIS

The curriculum offered by the schools surveyed in this study is planned to meet the needs of young adolescents and of a democratic society. If this is done, intellectually gifted youngsters must have their needs recognized. To insure this, the curriculum included the following areas:

1. English language, literature, and composition, including grammar and spelling.
2. Social studies--history, geography, and civics.

3. Mathematics, including arithmetic and algebra.
4. Science.
5. Physical education.
6. Industrial arts.
7. Homemaking.
8. Business education, including typewriting.
9. Fine arts--music, art, and artcrafts.
10. Foreign language.
11. Dramatics, journalism, and creative writing.
12. In addition to the above, experiences were to be had in student government, library practice, intramural sports, and clubs.

The investigator's questionnaire asked the nature of the curriculum emphasis and the number in order of importance of seven of the curriculum offerings designed to help meet the needs of the gifted students. Some of the responses gave firsts to two or three of the curriculum offerings. They felt that one was just as important as another. Table XI gives firsts to all curriculum offerings marked first on the questionnaire. The result was that there were more firsts than schools responding.

Principals answering the questionnaire gave seventeen firsts, one second, and two thirds in the order of importance for curriculum emphasis in English. English received seventeen firsts of the thirty-five firsts given, a result which indicated the importance given to English in the school programs for gifted students.

TABLE XI

CURRICULUM EMPHASIS BASED UPON THE ORDER OF IMPORTANCE TO THE PROGRAM FOR THE INTELLECTUALLY GIFTED IN THE NORTHERN SECTION, JUNIOR HIGH SCHOOL PRINCIPALS, CASSA

Subjects	Order of Importance							Checked but not Ranked	Unranked	Total
	1st	2nd	3rd	4th	5th	6th	7th			
Mathematics	5	6	4	1		2	1	2	1	22
Science	4	3	4	4	1	1		2	3	22
Social Studies	5	7	2	3	2			2	1	22
English	17	1	2					2		22
Directed Reading	2	3	1	2	5	1	1	2	5	22
Community Service	1	1	1	1		4	5	2	7	22
Student Government	1	1	5		3	3	1	2	6	22

Mathematics and social studies were next in importance to the program. Mathematics received five firsts, six seconds, four thirds, one fourth, two sixths, and one seventh. Social studies received five firsts, seven seconds, two thirds, three fourths, and two fifths in order of importance. The mathematics and social studies were considered vital to the programs for the intellectually gifted, but fell short of the emphasis placed on English.

Science did not receive as much recognition as the English, mathematics, and social studies. The latter three are required subjects for all three years and the science for one year in most of the junior high schools surveyed. Science received four firsts, three seconds, four thirds, four fourths, one fifth, and one sixth in order of importance.

The directed reading, community service, and student government did not fare so well in order of importance to a program, as shown on Table XI, page 63. Schools placing the emphasis on these offerings were pleased with the results and directed reading received two first places, and community service and student government one each. The fact that from 23 per cent to 32 per cent of the schools did not rank these three offerings signified that they do not carry as much importance as the others.

Curriculum procedures. One of the schools surveyed took students from their classes one period a day throughout

the week, choosing a different period each day. In the eighth grade they had twenty-five students with an I. Q. range of 112 to 147, chosen by invitation. Each day in the week they attended a class in a given subject field with a teacher from that field who contributed his non-teaching period once a week. A typical program would be set up in this manner:

Day	Period	Subject
Monday	1	Foreign Languages
Tuesday	2	Art and Artists
Wednesday	3	Music and Musicians
Thursday	4	Literature and Writers
Friday	5	Science and Mathematics

This school was greatly pleased with the program. It was felt that their students were being introduced to materials and personalities that they would never meet in the regular classroom even if there were homogeneous grouping and enrichment. These students were not scheduled into the program. They were invited, and there had to be an acceptance on their part.

Some of the schools surveyed in this study offer a few ninth-grade subjects to eighth graders and a few tenth-grade subjects of the senior high school to ninth graders. There was a great deal of thought given by principals to the offering of foreign languages to eighth graders, along with algebra. This was done in several schools on a trial basis with university approval. One school was offering biology and one, geometry, in the ninth grade. The

university agreed to accept the work for credit if the local high school approved.

IV. EXTENSION OF THE PROGRAM

Integration with the elementary school. Eight of the twenty-two schools with formal programs for the intellectually gifted had integration with the elementary schools. Principals felt that integration where both the elementary and the junior high school had programs would be most desirable.

Integration with the senior high school. Eleven, or 50 per cent of the schools, had integration with the senior high school's program to meet the needs of intellectually gifted students. In some cases they did the actual selecting and in other cases provided the data upon which the selection was made. There was a strong feeling that a program of integration served both the students and the school.

Summary. The administration of programs for the intellectually gifted found their source within the individual school in 86 per cent of the schools surveyed. The principal and counselors working together were responsible for the administration in 60 per cent of the schools.

Homogeneous grouping was the most widely used program to provide for the intellectually gifted. Eighty-two per cent of the schools surveyed used this type of program.

Enrichment within the classroom was practiced by 77 per cent of the schools. It was provided regardless of what type of program was used. Special units of work were used in 68 per cent of the schools, elective courses in 54 per cent, and acceleration in 41 per cent.

The curriculum emphasis was strongly in favor of English. There was a good deal of emphasis placed upon mathematics and social studies, with science receiving some attention.

Some schools were offering algebra and foreign languages in the eighth grade. At least one school offered biology and geometry in the ninth grade.

Integration with the elementary schools and senior high schools is being practiced by some schools. Fifty per cent of the schools had integration with the senior high school.

CHAPTER VI

TEACHERS FOR THE INTELLECTUALLY GIFTED

The members of the Northern Section Committee of Junior High School Principals of the California Association of Secondary School Administrators were vitally interested in the selection of teachers for the intellectually gifted. They felt that the teacher for these selected students should have the qualifications that any good teacher must have, plus a few more. These teachers should be flexible and adaptable, with a perspective to see what is essential and what is relatively immaterial. Teachers should have an understanding of guidance to meet the needs of these able youngsters. A sense of humor, which is present in an agreeable atmosphere, adds a great deal to the climate of the classroom.

Number of teachers. There was a great deal of variation in the number of teachers used to carry on the formal programs for the intellectually gifted, as shown in Table XII. To a large extent the number of teachers depended upon the philosophy of the program. In four of the schools all of the teachers had a part in the program. In most cases the size of the school had no bearing on the number of teachers participating. The teacher-student ratio in the programs surveyed was nine and six-tenths students to one teacher. In most cases teachers contributed through the daily class

TABLE XII

TOTAL ENROLLMENT IN RELATION TO NUMBER OF STUDENTS AND FACULTY IN THE PROGRAM AND NUMBER OF TEACHERS HAVING TAKEN SPECIAL WORK

Name of Administrative Area	Enrollment	No. of Students in Program	Per-centage	No. of Teachers in Program	No. of Teachers Having Taken Special Work
Aptos, San Francisco	1444	38	4	6	0
Bancroft, San Leandro	935	95	10	2	0
Branciforte, Santa Cruz	550	25	5	all	1
California, Sacramento	1005	63	6	8-12	0
Chico, Chico	1545	15	1	all	0
Eureka, Eureka	1851	41	2	all	0
Franklin, Vallejo	950	120	17	9	4
Frick, Oakland	1380	60	4	4	2
Garfield, Berkeley	1932	210	14	24	18
Herbert Hoover, Oakland	600	12	2	6	0
John Muir, San Leandro	630	75	12	3	4
Kit Carson, Sacramento	1232	90	7	3	0
Longfellow, Richmond	1095	100	9	20	0
Martinez, Martinez	550	55	10	7	2
McChesney, Oakland	780	60	8	all	2
Petaluma, Petaluma	1057	180	17	5	0
Portola, San Francisco	1282	30	2	all	5
Roosevelt, San Francisco	1100	50	5	5	1
Solano, Vallejo	595	128	21	6	2
Washington, Salinas	1133	23	2	5	5
R. L. Wilbur, Palo Alto	1230	118	9	9	0
Yosemite, Fresno	1225	110	9	5	1

schedule where there was homogeneous grouping. This accounted for the most favorable teacher-student ratio.

Number of teachers who had taken special work. The data given in Table XII, page 69, reveal that only forty-seven teachers had taken special work to prepare themselves for teaching the gifted. In ten of the schools no teachers had taken special work. In three of the schools only one teacher and in four of the schools only two of the teachers had taken specialized work to help them in meeting the needs of the intellectually gifted. Two schools had four teachers and another eighteen with special preparation. The school having eighteen prepared teachers had 37 per cent of all the teachers from schools with formal programs.

Five of the nine schools not having a formal program for the intellectually gifted had a favorable representation of teachers having taken special work. In one of them 25 per cent of the faculty had taken courses regarding the gifted child. Teachers of the gifted were prone to take college courses to better prepare themselves where the administration took an active interest in the program.

Basis of selection of teachers. The bases of selection of teachers as listed in the questionnaire were specialized training, personality, interests, and hobbies.

The first three as shown in Table XIII were used by ten schools, for a 45.5 per cent usage. Hobbies were used by three schools, for a 14 per cent usage.

Several of the schools added other bases of selection as follows:

Ability to challenge students and offer guidance.

Ability to create.

Apparent success in teaching advanced students.

Teachers selected on basis of ability in subject field and ability to motivate and inspire students.

Master teacher caliber.

Sense of humor and ability to get along with teachers and students.

Teacher assignments. Teachers were assigned to teach the intellectually gifted in a different manner from school to school. Some teachers preferred the "top" groups where homogeneous grouping was practiced. Often they seemed to do better with these students than with slower ones. These teachers were usually very capable people themselves, but did not have the patience and understanding to work with slower children.

Some schools followed the practice of balancing the teacher's program with a fast class, some average classes, and a slow class. In many of the schools a teacher came in and started with the slower youngsters and as he gained seniority he moved into the "top" groups. The rapid learner

TABLE XIII

BASIS OF SELECTING TEACHERS FOR THE PROGRAMS FOR THE INTELLECTUALLY GIFTED

Basis of Selection	Number of Schools	Percentage of Schools
Specialized training	10	45.4
Hobbies	3	14.0
Personality	10	45.4
Interests	10	45.4

may have suffered when this method of teacher assignment was followed because a teacher with seniority is not necessarily the best teacher.

Teachers of the gifted have remarked:

> Children in the gifted classes tend to do too much extra work.
>
> Parents fret at the excessive homework on the part of the gifted children because of their competitiveness. They do far beyond what the teacher asks.
>
> Why does he get these choice classes and I have to work with the average or slow students?

Summary. Teachers of the intellectually gifted students should have all the qualities of a good teacher. In academic subjects these characteristics include a well-above-average intelligence, and the ability to direct individual efforts toward maximum achievement. The teacher with creative ability and originality does well in the fields requiring these characteristics. To teach these gifted students teachers must be able to inspire them to strive for higher levels of achievement and to develop their own abilities.

The questionnaire showed a very favorable ratio of teachers to students in the gifted programs. However, this was largely due to the homogeneous grouping being practiced.

The proportion of teachers who had taken special work left much to be desired. In many schools no member of the faculty had received any special training in teaching the gifted.

Specialized training, personality, and interests were all considered equally important as qualifications of teachers for the program.

CHAPTER VII

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary. The great need for leaders and technically trained people makes it imperative that gifted young people enter institutions of higher learning. At the present time there is too great a drop-out of intellectually gifted students, which results in a waste of talent.

Ever since the middle of the nineteenth century the American school has been interested in the education of the gifted students. Attempts were made to meet the needs of these students through acceleration, grouping, and enrichment.

In this study thirty-one schools were surveyed through questionnaires and personal interviews. Twenty-two of the schools had programs of formal type for the intellectually gifted and six of the other nine were attempting to meet their needs through grouping and enrichment. All but three of the programs were initiated after 1949.

Group intelligence tests were almost unanimously used in the identification of the gifted students. The individual tests were used by approximately half of the schools. In addition, teachers' recommendations, cumulative, and anecdotal records helped in the identification.

Homogeneous grouping was the type of program most widely used, followed closely by enrichment. Special units

of work, elective courses, and acceleration type programs were used by many.

The curriculum was given special attention, with English receiving the greatest emphasis. Mathematics and social studies were emphasized by many, and science by some. Foreign languages and algebra were offered in the eighth grade by a few schools and one school was offering biology and geometry in the ninth grade.

The ratio between students and teachers was favorable. Specialized training, personality, and interests were most important in the selection of teachers.

Conclusions. The identification of the gifted brought forth a diversity of practice as reported on the questionnaires. The I. Q. is not the only element of giftedness, but the intelligence tests, through which it is found, are the best available means and the most objective. Although many schools use teacher judgment as a means of identification, it is generally considered to be too subjective in nature.

A type of program with homogeneous grouping best meets the needs of the gifted students. Here he can enter a classroom with interested companions to explore together some new interest. Greater enrichment will take place here, as there will be a greater power for learning. His peers will offer a constant challenge to his best efforts. This effective homogeneous grouping will not be a full-time

isolated class, but one that meets with other members of the student body for approximately 40 per cent of the day.

For the gifted student (140 I. Q.) who is physically and socially mature for his age, one year of acceleration is beneficial. It permits him to complete his schooling and start his adult career earlier. Junior high school could be a two-year school without injury to this student. To bring this about, foreign languages and algebra would be offered in the eighth grade. Some courses could be covered in a single semester and meet the needs of the student.

The greatest need for emphasis within the curriculum is English. The key to knowledge of the world is based upon an understanding of the English language in all of its many facets. However, this modern world demands gifted people trained in mathematics, science, and social studies.

Teachers for the intellectually gifted in the schools surveyed for this study had not had the training necessary to meet the needs of these students. They were eager to increase the breadth and depth of the learning experiences within their understanding of the subject with which they were working.

Schools have failed to utilize the community in their programs for gifted students. They have not engaged in a cooperative effort to plan programs for the gifted.

Integration between the elementary schools and the junior high schools left much to be desired and to a

lesser degree this is true between the senior high school and the junior high school. An integration program would help to insure early identification of the gifted students.

Recommendations.

1. Junior high schools should make a greater effort to identify the gifted youngster. To help insure the identification of gifted youngsters more money should be provided for an effective guidance program.

2. Gifted children should be encouraged to enter higher education regardless of the segment of society from which they may come. Financial aid should be provided when needed to insure the continuance of their higher education.

3. The State Department of Education should make two studies as to the value of (1) moving some tenth-grade subjects such as biology and geometry into the junior high school for gifted students, and (2) making the junior high school a two-year school for those of superior intellectual ability (with an I. Q. of 140) if parents and the school deemed it advisable.

4. Special training for teachers of the gifted student should be offered with much the same approach as it is offered for teachers of the mentally retarded.

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APPENDICES

APPENDIX A

CALIFORNIA ASSOCIATION OF SECONDARY SCHOOL ADMINISTRATORS

Robert Abbott, Frick Junior High School, Oakland
Robert Adams, Woodrow Wilson Junior High School, Oakland
Bob Allen, Solano Junior High School, Vallejo
H. Spence Amick, Kit Carson Junior High School, Sacramento
Loren Andrews, Chico Junior High School, Chico
Ted Aungst, Willard Junior High School, Berkeley
Alfred C. Baxter, Garfield Junior High School, Berkeley
Virgil Bozarth, Martinez Junior High School, Martinez
Cleta Brewington, Washington Junior High School, Salinas
Emery Brolliar, California Junior High School, Sacramento
Jack Capri, Herbert Hoover Junior High School, Oakland
Ken Casanega, Ridgeview Junior High School, Napa
George V. Cooley, Longfellow Junior High School, Richmond
Frank Cordery, Brancifort Junior High School, Santa Cruz
James Couche, John Muir Junior High School, San Leandro
Lee Y. Dean, Franklin Junior High School, Vallejo
Joseph C. Deaton, Yosemite Junior High School, Fresno
Loren Egeberg, Stanford Junior High School, Sacramento
Ronald English, Napa Union High School, Napa
William Galant, Portola Junior High School, San Francisco
Hans W. Koolen, Ray Lyman Wilbur Junior High School, Palo Alto
Gene C. Long, Edwin Markham Junior High School, San Jose
Watt A. Long, Aptos Junior High School, San Francisco

Robert L. Malone, Healdsburg Junior High School, Healdsburg
Cal McKnelly, El Sausal Junior High School, Salinas
Donald Mitchell, Pittsburg Junior High School, Pittsburg
Charles S. Morris, Jr., Eureka Junior High School, Eureka
Myron Moskowitz, Roosevelt Junior High School, San Francisco
Wilfred Rankin, Santa Rosa Junior High School, Santa Rosa
Winston Richards, Bancroft Junior High School, San Leandro
Howard Tingley, Petaluma Junior High School, Petaluma

APPENDIX B

THE JUNIOR HIGH SCHOOL COMMITTEE

From the Minutes of February, 1957

10. What is the philosophy of grading slow learners and those retarded because of transiency or migrancy?
(With migrant population, A-B represent honor grades; C indicates satisfactory work--note the word satisfactory, not average. San Leandro has a two-track system. If the student is in a remedial section, the parent is notified and the grade is so interpreted. Grades represent effort.)

11. How many grade on the basis of effort in remedial classes--indicating that the student is working to capacity?

12. How many grade on achievement and effort combined? (Remedial classes are given no A-B's.)

Request of Adin D. Henderson, Sacramento State College

Adin is on a committee on teacher rating and evaluation. He very much desires, and needs, copies of any rating sheets or forms now in use. The cooperation of Committee members and others is solicited.

Request of Wilfred Rankin, Principal, Santa Rosa Junior High School

Wilfred will be distributing a questionnaire on gifted children in the near future. He requests your cooperation in reading the form and returning it!

Controversial Topic--To Be Read Before the Next Meeting

Spivak, Monroe L., "Departmentalized or Self-contained?" Phi Delta Kappan, Volume XXXVIII, Number 4, pp. 134-35, January, 1957.
(Touch gloves and come out fighting!)

Information on School Studies Involving Percentages of Grades of Each Type

Dr. Herman Spindt, Director of Admissions and Office of Relations with Schools, University of California, Berkeley, states that he is in the process of investigating grading procedures. He would welcome the results of any studies involving percentages of A's, B's, C's, etc., assigned by grades (9th?).

APPENDIX C

COPY OF LETTER OF INTRODUCTION

January 18, 1957

Mr. Winston Richards, Principal
Bancroft Junior High School
1150 Bancroft Avenue
San Leandro, California

Dear Mr. Richards:

I am taking this opportunity to ask you for your help by answering the enclosed questionnaire concerning how you provide for the education of your intellectually gifted children. The questionnaire is designed to secure data in connection with my advanced research in education at the College of the Pacific, where I am a candidate for the Master of Arts degree.

In this survey an attempt is being made to find out how selected schools choose their gifted pupils, how they choose the teachers for these pupils, and how the needs are met through curricular features. From the findings of this questionnaire and through personal interview, it is hoped that information will be obtained that we can share with others and use here for the betterment of our intellectually gifted children.

I greatly appreciated President Richard's giving me the opportunity to speak of my project at the January 12 meeting of CASSA for junior high school principals held in San Francisco, and the backing of Earl Sams of the State Department of Education.

You will find a self-addressed envelope included with the questionnaire. I trust that you or someone on your staff acquainted with the program will find time to fill it out and return it to me in the next few days. If you have any printed material on your program, a copy would be appreciated.

Sincerely,

WWR:jd

Wilfred W. Rankin

Enc.

APPENDIX D

A SURVEY OF PROGRAMS FOR INTELLECTUALLY GIFTED CHILDREN IN SELECTED JUNIOR HIGH SCHOOLS OF NORTHERN CALIFORNIA

I. NAME OF ADMINISTRATIVE AREAS: _____

ADDRESS: _____

TOTAL SCHOOL POPULATION: _____

II. HISTORY OF PROGRAM:

1. When started: _____

2. Why: Please specify the reason or reasons you felt a program desirable. _____

_____

_____

3. Who: Please check the group responsible for taking the initiative.

Administration ( ) Counselors ( ) P. T. A. ( )

Other _____

III. STATUS OF PROGRAM: Please check the approach which best describes your program.

Special education curriculum ( ) Long-range study ( )

Temporary arrangement ( ) Experimental ( )

IV. TYPE OF PROGRAM FOR INTELLECTUALLY GIFTED CHILDREN: Although all of the items listed below may be important to the program, please number those you use in the order of importance to your program.

Rapid advancement or acceleration . . . . _____

Homogeneous grouping in special classes . _____

Workshops . . . . . _____

Dismissed time . . . . . _____

Elective courses . . . . . _____

Special units of work . . . . . _____

Enrichment within the classroom . . . . . _____

Extensive use of community resources . . . _____

V. CURRICULUM EMPHASIS: Although all the departments and resources listed below may be important, please number them in the order of importance to your program.

Mathematics	_____	Directed reading	_____
Science	_____	Community resources	_____
Social studies	_____	Student government	_____
English	_____		

VI. ADMINISTRATION OF PROGRAM: Please check.

1. Administered within school Yes ( ) No ( )
   If the answer is yes, please check by whom:

   Principal ( ) Counselor ( )

   Vice-principal ( ) Other _____

2. Administered through superintendent's office Yes ( ) No ( )

3. Provide teacher-consultant Yes ( ) No ( )

VII. TEACHING STAFF:

1. Number of teachers participating in the program __

2. Number of teachers having taken special work in teaching the gifted . . . . . __

3. Basis of selection:

   Specialized training ( ) Hobbies ( )

   Personality ( ) Interests ( ) Other _____

VIII. EXTENSION OF THE PROGRAM:

1. Integration with the elementary school . Yes ( ) No ( )

2. Integration with the senior high school . Yes ( ) No ( )

IX. IDENTIFICATION OF THE GIFTED CHILD:

1. Group intelligence tests . . . . . Yes ( ) No ( )
   If the answer is yes, please name the tests:

   _____

   _____

2. Individual intelligence tests . . Yes ( ) No ( )
   If the answer is yes, please name the tests:

   _____

   _____

3. Scholastic and cumulative records Yes ( ) No ( )

4. Anecdotal records and teachers' judgments . . . . . Yes ( ) No ( )

5. Please list other means _____

   _____

6. Number of children in program . . . . . ____

7. Minimum I. Q. for gifted children in program . ____

8. I. Q. range . . . . . ____ to ____

By _____

Title _____

Do you wish a summary of our findings? Yes ( ) No ( )

PLEASE RETURN TO:

Wilfred Rankin, Principal
Santa Rosa Junior High School
College Avenue
Santa Rosa, California

(A self-addressed envelope has been included for convenient return.)

APPENDIX E

COPY OF REMINDER SENT TO RESPONDENTS WHO DID NOT REPLY TO QUESTIONNAIRE

January 29, 1957

Mr. Robert Adams, Principal
Woodrow Wilson Jr. High School
451 - 48th Street
Oakland, California

Dear Mr. Adams:

After making a short plea at the meeting for junior high school principals held in San Francisco for members of CASSA to answer a questionnaire for me in connection with my work toward a Master of Arts degree, I sent out the questionnaires on January 18.

The response from the members has been most encouraging. However, I still have not heard from a few, including yourself. It may be that the questionnaire never arrived on your desk or that it became lost in the busy schedule of a school man's full day.

I am enclosing another questionnaire and certainly hope that you or a member of your staff can find time to fill it out, so that I can have the opportunity to finish up this part of my work.

If you do not have a program for the intellectually gifted or if you are planning to start one, I would appreciate it if you would send that information along to me so that I can have every school accounted for.

Thanks for your cooperation.

Sincerely,

WWR:jd

Wilfred W. Rankin

Enc.